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ABSTRACT

The purpose of this project was to stimulate the incidence and develop the quality of educational research by faculty members in higher education institutions in Arkansas through individual small project grants, intensive institutional educational research development programs, and project development grants. Activities were grouped into 4 areas. The first activity was to provide small grants to individual faculty members to conduct educational research projects. The second was to conduct educational research development programs at institutions to assist them in establishing organizational structures on the campus that were conducive to faculty research activities and to provide small grants on a matching basis to establish faculty research funds. Project development grants were made to institutions to assist in developing programs for significant research, research-related, or instructional programs of an institution-wide magnitude. Related activities were consulting assistance and proposal review by the Project Steering Committee, a reporting conference where faculty members could report the results of their studies to their colleagues, and a publication consisting of the final reports of the individual research projects that was circulated throughout the state. (Author/HS)

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FINAL REPORT
Project No. 1F089
Contract No. OEC-6-71-0547-(509)

ARKANSAS EDUCATIONAL RESEARCH DEVELOPMENT PROJECT

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January 1973

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development
(Regional Research Program)

ABSTRACT

ARKANSAS EDUCATIONAL RESEARCH DEVELOPMENT PROJECT

Purpose. To stimulate the incidence and develop the quality of educational research by faculty members in higher education institutions in Arkansas through individual small project grants, intensive institutional educational research development programs, and project development grants.

Activities. Activities were grouped into four areas. The first activity was to provide small grants to individual faculty members to conduct educational research projects. The second was to conduct educational research development programs at institutions to assist them in establishing organizational structures on the campus which were conducive to faculty research activities and to provide small grants on a matching basis to establish faculty research funds. Project development grants were made to institutions to assist in developing programs for significant research, research-related, or instructional programs of an institution-wide magnitude. Related activities were consulting assistance and proposal review by the Project Steering Committee, a reporting conference where faculty members could report the results of their studies to their colleagues, and a publication consisting of the final reports of the individual research projects which was circulated throughout the state.

Evaluation and Conclusions. Evaluation procedures consisted of collecting data pertaining to the goals of the project prior to the beginning of the project and again upon its conclusion. The improvement in most of the areas for which data were collected led to the general conclusion that the project had been a successful effort. Isolated incidents and happenings which were not subject to quantitative evaluation but were valuable to educational research efforts also supported the conclusion.

Final Report

Project No. 1F 089
Contract No. OEC-6-71-0547-(509)

ARKANSAS EDUCATIONAL RESEARCH DEVELOPMENT PROJECT

Gary D. Chamberlin
Arkansas Department of Higher Education

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development
(Regional Research Program)

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ARKANSAS EDUCATIONAL RESEARCH DEVELOPMENT PROJECT

I. INTRODUCTION

For many years educators in Arkansas were concerned that educational research was not a dynamic activity among higher education faculty members in the state. This concern centered on the thought that such a situation suppressed the availability of educational leaders in the change process, was not conducive to the encouragement of introspection in the instructional process, and deprived students of the benefits that can accrue in the classroom from an instructor who has become excited about investigating one of his ideas.

This concern was formally recognized in 1968 when several educators from throughout the state met together and organized the Arkansas Educational Research and Development Council (AERDC). The purposes of the organization were identified as: to stimulate educational research and development activities in the state, disseminate information concerning research and development resources available to educational institutions, conduct seminars and conferences designed to improve the quantity and quality of research and development projects, promote individual and cooperative project development, and to disseminate the results of relevant research and development projects conducted within the state. This organization accepted membership from professional personnel interested in or engaged in research and development activities and began meeting during regular intervals throughout the academic year.

Due to the problems inherent in many fledgling organizations with the high goals and ideals of AERDC, progress was slow due to limited financial resources which would not allow far reaching activities to be conducted and a membership which, although formal, was still somewhat "looseknit". It was soon recognized that external assistance would be necessary in order to make significant progress and several of the more active members began seeking a satisfactory solution to the dilemma. In 1969 the organization approached the Department of Higher Education (then the Commission on Coordination of Higher Educational Finance) and requested assistance in securing funding for initiating a concentrated educational research effort. Through the cooperative efforts of the Department of Higher Education

and AERDC, a proposal was submitted to the Regional Project Research Program of the U. S. Office of Education and a grant of $10,000 was made to begin the Arkansas Educational Research Stimulation Project (AERSP) during the 1970/71 fiscal year. (Project No. OE-098, Grant No. OEG-7-70-0179-(509)) This project contributed a great deal to educational research efforts in Arkansas and a second proposal was submitted in June 1971 to continue the development that had been started the previous year. A second grant of $10,000 was made for the Arkansas Educational Research Development Project (AERDP) during the period July 1, 1971 through November 30, 1972 as herein reported.

The primary purposes of the Arkansas Educational Research Development Project were to stimulate the incidence and develop the quality of educational research by faculty members in higher education institutions in Arkansas through individual small project grants, intensive institutional educational research development programs, and project development grants.

II. PROJECT ACTIVITIES

The grant for this project was made to the Department of Higher Education which served as the contracting agent and accepted the responsibility and authority for administering the project. A member of the Department staff served as the Project Director and was assisted by a Project Steering Committee made up of personnel from each of the participating institutions who were appointed by the respective institutional presidents. (See Appendix A for a list of committee members) The Project Steering Committee assisted in establishing overall policies and procedures, reviewed and recommended proposals to be supported, served as the communications medium between individual faculty members on their own campuses and the activities of the Project, participated in and encouraged research activities on their own campuses, served as a voluntary statewide review panel for any person requesting an "in-state" proposal review before submitting to an outside funding source, and provided assistance to faculty members in any institution on research activities where requested.

Activities for which the project was designed were categorized into four groups. These were: (1) individual small project grants, (2) institutional educational research development programs, (3) project development grants, and (4) supplemental activities. The first three categories were formally designated areas of emphasis and the fourth consisted of several areas of periferal activity.

Individual Small Project Grants

The major thrust of the project was to encourage and support faculty members in conducting individual educational research projects. Any faculty member in a participating institution could submit a proposal to the Project Steering Committee via the Project Director for a grant not to exceed $500 per project. Such proposals were submitted according to established guidelines (See Appendix B) and were evaluated by each member of the Project Steering Committee on the basis of: (1) educational significance, (2) soundness of design, procedure, or operational plan, (3) adequacy of personnel and facilities, (4) economic efficiency, and (5) other criteria where appropriate.

Since the Project was designed to both stimulate and develop research interest and capabilities among faculty members in the state, the Project Steering Committee felt a keen responsibility to be supportive to potential investigators who proposed research projects and made every attempt to provide constructive criticism and encouragement to initiators. Where significant problems were proposed but because of design problems or other problems which would limit the potential for project success, efforts were made to work with the investigators to eliminate their problems and promote the likelihood of the study being a significant and satisfying activity for the faculty member. This feeling of responsibility did not, however, deter the Committee from insisting that projects approved be of sufficient quality to warrant approval.

Proposals were received at three times throughout the duration of the project. Since some faculty members were interested in starting their projects early in the academic year, the first closing date was set on September 10, 1971 and seven proposals were received. Of the seven, five were approved with required modifications, one was disapproved, and one was returned to the investigator with the suggestion that it be revised and re-submitted at a later date. The second closing date was October 15, 1971 and the largest number of proposals were received at this closing date. Thirteen proposals were received and nine were approved with requested modifications. The proposal that had been returned to the investigator at the previous closing date was re-submitted and also approved and three proposals were disapproved. The final closing date was held on January 31, 1972. This date was set later in the year to allow for investigators who wanted to conduct projects during the spring semester and during the summer months. At this closing date five proposals were submitted with four being approved with requested modifications and one was disapproved.

In total, 24 original proposals were submitted throughout the year and 19 were approved for support. (See Appendix C for a list of approved projects and the authors) This compared with 40 proposals presented and 24 approved from the previous year which the Committee viewed as depicting better judgements by investigators of the kinds of projects that would warrant approval. In general, although the total number of projects submitted was somewhat smaller it was the view of the committee that the quality of proposals had improved from the first year to the second.

Institutional Educational Research Development Programs

A second thrust of the Project was to make provision for assisting institutions in establishing organizational structures, faculty research committees, and faculty research funds to create climates within the institutions which would be more conducive to faculty activity in educational research. Primarily at smaller institutions in the state, faculty research committees and faculty research funds had not existed or had not been active. As a result, the general atmosphere had been one of little encouragement to aspiring investigators.

The thought included in this aspect of the Project was that the Project Director and/or members of the Project Steering Committee who had been exposed to such arrangements would conduct a seminar as a team at any institution requesting such a seminar to assist in the development, organization, and operation of a faculty research committee, faculty research office, or any other type of research arrangement in which institutional personnel were interested. In addition, small grants from Project funds would be made to requesting institutions on a matching basis to initiate faculty research funds where none had existed previously.

Although several institutions expressed interest in pursuing such a program, only one made a formal request. The College of the Ozarks requested that a team conduct a seminar at the college and the Project Director and two members of the Project Steering Committee met with the Academic Dean and several members of the faculty on April 20, 1972. A faculty research committee had been established the previous year but it had been active at the minimal level and a faculty research fund had never been included in the institutional budget. As a result of this program, the faculty research committee was re-organized and a grant of $300 was made to the institution which was matched with $300 in institutional funds to establish a faculty research fund.

Although not a formal seminar program and no Project funds were committed, Ouachita Baptist University established a faculty research fund of $2,000 for the 1972/73 academic year and committed an additional $2,000 for the 1973/74 academic year partly in response to the activities of AERDP.

Project Development Grants

The Project Development Grant aspect of the AERDP program was included to provide grants of limited amounts to institutions interested in developing programs or preparing proposals for significant research, research-related, or instructional programs of an institution-wide nature. These were primarily designed to be used by smaller institutions where limited funds were available for pilot programs or project development.

One such grant of $300 was made to Hendrix College. This sum was requested for the purpose of developing a regional conference on the mathematical sciences to be supported by the Conference Board of the Mathematical Sciences, the National Science Foundation. As a result of this grant, a proposal in the sum of approximately $9,000 was submitted to the National Science Foundation. The result of this effort is not yet known since grant announcements will be made after this report has been submitted.

Supplemental Activities

Activities in this category were those in which project participation was expected but which were supplemental to the primary thrust areas. Generally included were statewide proposal review, consulting assistance, and disseminative efforts.

The members of the Project Steering Committee were identified by their respective presidents as those at the institution most interested in and with the greatest potential for educational research leadership on the campus and their backgrounds and levels of expertise varied a great deal. In some cases it was difficult for a faculty member to secure a good proposal review on campus in his area of specialty. As a result, any faculty member could submit a proposal to be submitted to an outside support source to the Project Director and he would select certain members of the Committee to review the proposal and make suggestions for additional strength. Such reviews were generally conducted on a rather informal basis and proved of assistance to the initiators when conducted. Since many institutions in Arkansas are small and more regionally oriented,

the primary intended source of outside support was the Regional Project Research Program of the U. S. Office of Education. When this program was eliminated, it prevented many faculty members from utilizing the Committee for review purposes since most plans were dropped in the face of no available support.

In a spirit of good cooperation and assistance, members of the Project Steering Committee made themselves available to faculty members in any institution, as time would allow, on a no-cost consulting basis to assist with the design of a research project, preparation of a proposal, or other related problem. These contacts were primarily informal and many channels of communication between the various institutions were opened. Such channels can well exist for many years and will undoubtedly be of benefit to the individuals and institutions involved.

Dissemination efforts were centered around two primary activities. On April 14, 1972, a dissemination conference was held at Harding College as a joint effort between AERDP and the Arkansas Educational Research and Development Council. (See Appendix D for an agenda of the conference) At this conference each investigator who had received a grant from the AERDP was invited to present the results of his study to his colleagues. Approximately 50 educators from throughout the state were in attendance at the conference where eight investigators made presentations of their study results. In addition, a volume of the final reports of the individual research projects was compiled and distributed throughout the state to educational personnel. It is the tentative plans of the Arkansas Educational Research and Development Council to assume and continue these two activities on an annual basis.

III. PROJECT EVALUATION

Evaluation Procedures

As was stated in the final report of the Arkansas Educational Research Stimulation Project which preceded this project by one year:

> Many aspects of the project may well never be subjected to evaluation. Certainly there is the likelihood that long term benefits might result which will not accrue or be evident until some time in the future and may not be ascribed to the Project when they are recognized.

This prediction appears to have been borne out in many respects. It is often difficult to attribute benefits to one or the other of the projects since they were so interdependent and directed toward complementary goals. The existence of the projects during the past two and one-half years has served as a central focal point for educational research in Arkansas and that visibility alone has tended to increase the general awareness of the potential benefits to both individuals and institutions from educational research activity.

Of primary interest at the current time, however, was the need to collect data which would determine the impact that the Project was having on the educational research efforts in Arkansas and in direct relationship to the goals which had been established when the Project was begun. Although the methodologies were somewhat different the primary goals of the two projects were the same. Pre and post-project evaluative data were collected for the AERSP project conducted during the 1970/71 year and these post-project data served as the pre-project data for the current project. At the end of the project period, these same data were again collected from each participating institution. (See Appendix E for a copy of the questionnaire) The results of these two collection periods are shown in tabular form in the remainder of the narrative and provide the opportunity to analyze statewide improvement, or lack thereof, in the areas touched by the Project.

Evaluation Results

Table I shows the number of faculty members who conducted educational research projects and the number of faculty members who received released time from their normal duties for conducting such projects during both the 1970/71 and 1971/72 fiscal years. It can be seen in the table that faculty members in institutions where no such projects were conducted in 1970/71 generally did not improve their performance in 1971/72. At most institutions where such activity was a matter of record in 1970/71, however, activity increased significantly during 1971/72. In terms of released time for conducting educational research projects, the 1970/71 reluctance of many institutions to engage in such practices continued to exist in 1971/72 but the overall number of faculty members statewide who were allowed released time doubled.

Table II shows somewhat the same picture as Table I. The number of institutions where projects were submitted to outside support sources increased by only one but the total number of proposals submitted by all institutions increased by 73.5 percent. At the same

TABLE I

The Number of Faculty Members Who Conducted Educational Research Projects and the Number of Faculty Members Who Received Released Time From Other Duties For Conducting Such Projects 1970/71 and 1971/72

Institution	Number of Faculty Members Who Conducted Ed. Research Projects		Number of Faculty Members Who Received Released Time for Conducting Ed. Research Projects	
	1970/71	1971/72	1970/71	1971/72
Arkansas College	2	2	0	0
Arkansas Polytechnic College	5	12	1	0
Arkansas State University	13	45	0	18
College of the Ozarks	1	0	0	0
Harding College	7	2	1	1
Henderson State College	10	6	6	0
Hendrix College	2	4	0	1
John Brown University	0	0	0	0
Ouachita Baptist University	--	9	--	5
Phillips Co. Community College	0	0	0	0
Philander Smith College	5	0	1	1
Southern State College	1	6	0	0
State College of Arkansas	3	6	1	2
University of Arkansas*	5	31	12	18
U of A at Little Rock	3	9	0	0
U of A at Monticello	0	1	0	0
U of A at Pine Bluff	3	4	2	2
Westark Junior College	0	0	0	0
TOTAL	60	128**	24	48**

*Education Faculty Only

** Ouachita Baptist University was also a participating institution but was not included in the totals since pre-project evaluation data were not available.

TABLE II

The Number of Educational Research Proposals Submitted to Support Agencies Outside the Institutions, the Number of Such Proposals Approved but not Supported, and the Number of Projects Approved and Given Support

1970/71 and 1971/72

Institution	Number of Educational Research Projects Submitted to Support Sources		Number of Proposals Approved but not Supported		Number of Projects Approved and Given Support	
	1970/71	1971/72	1970/71	1971/72	1970/71	1971/72
Arkansas College	0	2	0	0	0	2
Arkansas Polytechnic College	7	10	0	0	6	6
Arkansas State University	6	18	0	0	6	14
College of the Ozarks	1	0	0	0	1	0
Harding College	2	2	0	0	1	2
Henderson State College	2	1	1	0	1	1
Hendrix College	2	10	0	1	2	8
John Brown University	1	0	1	0	0	0
Ouachita Baptist University	--	4	--	0	--	4
Phillips Co. Community College	0	0	0	0	0	0
Philander Smith College	7	8	0	2	4	2
Southern State College	1	0	0	0	1	0
State College of Arkansas	3	8	0	0	3	6
University of Arkansas*	9	16	0	2	5	11
U of A at Little Rock	0	7	0	0	0	3
U of A at Monticello	0	1	0	0	0	1
U of A at Pine Bluff	8	2	0	0	4	1
Westark Junior College	0	0	0	0	0	0
TOTAL	49	85**	2	5**	34	57**

*Education Faculty Only

** Ouachita Baptist University was also a participating institution but was not included in the totals since pre-project evaluation data were not available.

time, the number of projects given support increased by 67.7 percent. The funding rate of proposals submitted decreased from 69.4 percent to 67.1 percent but this appeared to be a stable factor in light of the large increase in overall effort.

Educational research is generally regarded as an activity which can best be done as an interdisciplinary activity and interinstitutional studies usually provide a wider base of experimentation and more easily generalized results. This project has encouraged both as desirable efforts and much improvement has come about in developing interdisciplinary studies. Reference to Table III will show that interdisciplinary arrangements increased by almost 70 percent and it should be noted that the increase during the previous year was another 50 percent. Interinstitutional arrangements are more difficult to organize and the number of such arrangements has not significantly increased or decreased during the past two years.

Table IV shows that no new institutions creased an institution-wide research committee during 1971/72 and one even eliminated such a committee. Although not yet widespread in the state, interest appears to have gained slightly in creating faculty research committees for education faculty. One institution with such a committee eliminated it and three new ones were created with a fourth in the planning stage.

It can be seen in Table V that formal research arrangements on the campuses continued to slowly increase. A net gain of one institution can be seen in project research offices on campus and the institutional research office arrangements increased by two with three gaining full-time staffing.

As was the case in the previous year, the number of faculty members who attended professional education organization meetings decreased but the number who presented papers and the number who published articles in professional journals both increased. Table VI shows that the number of faculty members attending meetings decreased by almost 12 percent while the number who presented papers increased by over 30 percent and the number who published articles in professional journals increased by almost 90 percent. The continued financial circumstances of higher education institutions in Arkansas and throughout the country have created situations in which travel funds have been limited. It would appear that the institutions are tending to limit travel allowances for attendance at professional meetings to those who have an active part in the meetings. This is a trend in Arkansas which has been persistent in the past two and one-half years.

TABLE III

The Number of Interdisciplinary Educational Research Projects Conducted
and the Number of Interinstitutional Educational Research Projects Conducted
1970/71 and 1971/72

Institution	Number of Interdisciplinary Educational Research Projects Conducted		Number of Interinstitutional Educational Research Projects Conducted	
	1970/71	1971/72	1970/71	1971/72
Arkansas College	0	0	0	0
Arkansas Polytechnic College	2	2	0	0
Arkansas State University	2	1	0	1
College of the Ozarks	0	0	0	0
Harding College	0	0	0	0
Henderson State College	0	2	1	1
Hendrix College	0	1	1	2
John Brown University	0	0	0	0
Ouachita Baptist University	--	0	--	0
Phillips Co. Community College	0	0	0	0
Philander Smith College	1	2	1	2
Southern State College	0	0	0	0
State College of Arkansas	1	1	1	1
University of Arkansas*	2	3	1	2
U of A at Little Rock	0	2	0	0
U of A at Monticello	0	0	0	0
U of A at Pine Bluff	1	1	5	0
Westark Junior College	0	0	0	0
TOTAL	9	15**	10	9**

*Education Faculty Only

** Ouachita Baptist University was also a participating institution but was not included in the totals since pre-project evaluation data were not available.

TABLE IV

The Number of Institutions That Had Institution-Wide Faculty Research Committees and the Number of Institutions That Had Education Faculty Research Committees 1970/71 and 1971/72

Institution	Institutions That Had Institution Wide Faculty Research Committees		Institutions That Had Education Faculty Research Committees	
	1970/71	1971/72	1970/71	1971/72
Arkansas College	Yes	Yes	No	No
Arkansas Polytechnic College	Yes	Yes	No	No
Arkansas State University	Yes	Yes	Yes	Yes
College of the Ozarks	Yes	Yes	Yes	No
Harding College	No	No	No	No
Henderson State College	Yes	Yes	No	No
Hendrix College	No	No	No	No
John Brown University	Yes	Yes	No	No
Ouachita Baptist University	---	Yes	---	No
Phillips Co. Community College	No	No	No	No
Philander Smith College	Yes	Yes	No	Yes
Southern State College	Yes	Yes	No	No
State College of Arkansas	Yes	No	No	Yes
University of Arkansas	Yes	Yes	Yes	Yes
U of A at Little Rock	Yes	Yes	No	No (In planning)
U of A at Monticello	No	No	No	No
U of A at Pine Bluff	Yes	Yes	No	Yes
Westark Junior College	No	No	No	No
Total No	5	6**	14	12**
Total Yes	12	11**	3	5**

** Ouachita Baptist University was also a participating institution but was not included in the totals since pre-project evaluation data were not available.

TABLE V

The Number of Institutions That Had Project Research Offices, the Number of Institutions That Had Institutional Research Offices, and the Staff Level of Such Offices 1970/71 and 1971/72

Institution	Institutions That Had Project Research Offices		Staff Level of Project Research Offices		Institutions That Had Institutional Research Offices		Staff Level Of Institutional Research Offices	
	1970/71	1971/72	1970/71	1971/72	1970/71	1971/72	1970/71	1971/72
Arkansas College	No	Yes	----	Part	No	Yes	------	Part
Arkansas Polytechnic College	Yes	Yes	Part	Part	Yes	No	Part	----
Arkansas State University	Yes	No	Full	----	Yes	Yes	Full	Full
College of the Ozarks	No	No	----		No	No	----	
Harding College	Yes	Yes	Full	Full	No	No	----	----
Henderson State College	Yes	Yes	Part	Part	Yes	Yes	Part	Full
Hendrix College	No	No	----	----	No	No	----	----
John Brown University	No	No	----	----	No	No	----	----
Ouachita Baptist University	---	Yes	----	Part	---	Yes	----	Part
Phillips Co. Community College	No	No	----	----	No	No	----	----
Philander Smith College	No	No	----	----	No	Yes	----	Full
Southern State College	No	No	----	----	Yes	Yes	Part	Part
State College of Arkansas	Yes	Yes	Part	Part	Yes	Yes	Part	Part
University of Arkansas	Yes	Yes	Full	Full	Yes	Yes	Full	Full
U of A at Little Rock	No	Yes	----	Full	No	Yes	----	Full
U of A at Monticello	No	No	----	----	No	No	----	----
U of A at Pine Bluff	Yes	Yes	Full	Full	Yes	Yes	Full	Full
Westark Junior College	No	No	----	----	No	No	----	----
Total No	10	9**			10	8**		
Total Yes	7	8**			7	9**		
Total Part-Time			3	4**			4	3**
Total Full-Time			4	4**			3	6**

** Ouachita Baptist University was also a participating institution but was not included in the totals since pre-project evaluation data were not available.

TABLE VI

Number of Faculty Members That Attended Professional Education Organization Meetings, the Number of Faculty Members Who Presented Papers at Professional Education Organization Meetings, and the Number of Faculty Members Who Published Research Articles in Professional Journals 1970/71 and 1971/72

Institution	No. of Faculty Members Who Attended Professional Education Organization Meetings		No. of Faculty Members Who Presented Papers at Such Meetings		No. of Faculty Members Who Published Articles In Professional Journals	
	1970/71	1971/72	1970/71	1971/72	1970/71	1971/72
Arkansas College	14	5	0	0	0	0
Arkansas Polytechnic College	4	22	2	5	2	5
Arkansas State University	79	56	22	56	9	62
College of the Ozarks	6	5	1	0	0	0
Harding College	40	35	1	5	1	0
Henderson State College	26	9	0	2	0	0
Hendrix College	2	3	1	3	0	3
John Brown University	20	20	0	0	2	1
Ouachita Baptist University	--	37	--	1	--	2
Phillips Co. Community College	5	8	0	1	0	0
Philander Smith College	36	25	5	3	0	0
Southern State College	32	51	4	4	4	3
State College of Arkansas	50	15	3	5	1	3
University of Arkansas*	26	39	17	14	2	7
U of A at Little Rock	40	22	20	6	25	7
U of A at Monticello	0	0	0	0	0	0
U of A at Pine Bluff	21	36	6	2	3	1
Westark Junior College	19	20	1	2	0	0
TOTAL	420	371**	83	108**	49	92**

*Education Faculty Only

** Ouachita Baptist University was also a participating institution but was not included in the totals since pre-project evaluation data were not available.

The final table, Table VII, includes the number of faculty members who held offices in state, regional, and national professional education organizations during both 1970/71 and 1971/72. As can be seen, leadership in in-state organizations and national organizations increased while leadership in regional organizations declined. When considering the trend over a longer period of time than the single year, it appears that state level leadership in the participating institutions is on a continual increase while at the regional and national levels, it varies up and down within certain boundaries. It is conceivable that the travel limitations mentioned earlier have caused regional and national participation to be more limited and faculty members, continuing to be interested in contact with fellow colleagues at other institutions, have directed their attentions within the state where it is more feasible to take active roles.

As with any project of the nature of the Arkansas Educational Research Development Project, certain happenings stand out as a result of the project which do not easily reveal themselves in purely numerical data. In one instance a lady who had not previously conducted an educational research project received a small grant from the 1970/71 project, conducted a significant study, expanded her research effort and subsequently received a grant of approximately $9,000 during 1971/72 from the Federal government. She has been invited to speak on more than one occasion, the most recent of which was announced in the San Angelo, Texas news media. (See Appendix F) In another instance a faculty member who had not previously conducted a research project received a small grant to conduct a project and the results of his study were presented at the Mid South Educational Research Association meeting in New Orleans in November 1972. A young man at another institution presented a paper at the Southwestern Psychological Association convention in April 1972 as a result of a Project grant and at least one of two articles accepted for publication came about as a result of the Project. (See Appendix F) Four undergraduate students have published articles, or have had articles accepted for publication, as a result of the Project. These are but a few of the kinds of developments that have accompanied the activities of the Arkansas Educational Research Development Project.

IV. CONCLUSIONS

Certainly not all significant happenings in educational research in Arkansas during the 1971/72 academic year can be attributed to the Arkansas Educational Research Development Project. By the same

TABLE VII

The Number of Faculty Members Who Held Offices in State, Regional, and National Professional Education Organizations 1970/71 and 1971/72

Institution	Number of Faculty Members Who Held Offices In Professional Education Organizations					
	State		Regional		National	
	1970/71	1971/72	1970/71	1971/72	1970/71	1971/72
Arkansas College	3	1	0	0	0	0
Arkansas Polytechnic College	3	6	0	3	0	2
Arkansas State University	9	26	8	2	3	1
College of the Ozarks	2	0	1	0	0	1
Harding College	4	5	1	0	0	0
Henderson State College	2	3	0	1	0	1
Hendrix College	0	1	0	1	0	1
John Brown University	1	1	0	0	0	0
Ouachita Baptist University	--	2	--	1	--	0
Phillips Co. Community College	3	2	1	0	0	0
Philander Smith College	5	15	2	4	0	2
Southern State College	8	16	2	3	1	5
State College of Arkansas	4	4	1	0	0	0
University of Arkansas*	11	9	4	4	2	2
U of A at Little Rock	20	4	10	2	5	1
U of A at Monticello	0	0	0	0	0	0
U of A at Pine Bluff	3	1	1	1	1	0
Westark Junior College	2	2	1	0	0	0
TOTAL	80	96**	32	21**	12	16**

*Education Faculty Only

** Ouachita Baptist University was also a participating institution but was not included in the totals since pre-project evaluation data were not available.

token, it cannot be simply concluded that some happenings which do not appear to have been directly related to the Project did not come about through impetus from the Project. Although Arkansas can by no means be regarded as a leading state in the educational research field, improvements have come about and arrangements have been made which will likely have an impact on educational research efforts in the state for many years to come.

The AERSP program conducted during the 1970/71 academic year was basically designed to "stimulate" research activity among educators who had participated minimally in such efforts previous to that time and the AERDP program for 1971/72 shifted the focus more toward the continued "development" of research activities. During 1970/71, many faculty members initiated projects at institutions where little or no activity had been apparent the previous year. In 1971/72, not as many new people or institutions emerged but those that had been stimulated the previous year appeared to gain momentum. In terms of quality improvement, it is significant to note that Arkansas had the lowest approval rate of any state in the region in the Regional Project Research (RPR) program prior to the initiation of either of the projects and by the time the RPR program was terminated had one of the higher approval rates in the region. This was not based on Arkansas producing the largest number of projects of any state but those that were proposed during the 1970-72 period were of a much improved quality and received much higher approval rates.

It was the hope of the Project Director and Project Steering Committee at the beginning of the Arkansas Educational Research Development Project that more significant improvement could have been made in Arkansas than was the case. It was hoped that all participating institutions would have had at least one faculty member who conducted an educational research project, it was hoped that released time for research could become more prevalent and serve as a greater stimulus from the institutions for increased research activity, that more projects could have been submitted from all institutions to outside support sources and more from all institutions could have received support, that every institution could have been involved in interdisciplinary and interinstitutional research projects, that every participating institution could develop formal research arrangements on campus such as research committees and research offices, and that more faculty members from all institutions could have become more actively involved in their professions through attendance at professional meetings, publication, and active involvement in professional organizations through presenting papers and serving in offices. These were goals which were not likely to be achieved, however. Such complete accomplishment of goals would be an unrealistic

hope and many external factors such as limited institutional financial resources and the downward trend in research support at all levels also made themselves known.

In spite of these factors and that not every institution was able to show improvement, the general improvement on a statewide basis in educational research activity leads to the conclusion that the Arkansas Educational Research Development Project was a successful effort and an asset to the state. It has been suggested many times that the movement by an institution toward a strong research program tends to attract stronger faculty members and that faculty members who conduct research projects are more enthusiastic about their disciplines---an enthusiasm which naturally permeates their classrooms. This being the case, the Arkansas Educational Research Development Project not only proved an asset to faculty members and institutions in Arkansas but also added a dimension to the instructional program to which the students will be the beneficiaries.

APPENDIX A

ARKANSAS EDUCATIONAL RESEARCH DEVELOPMENT PROJECT

MEMBERS OF THE
PROJECT STEERING COMMITTEE

Dr. Gary D. Chamberlin, Director
Assistant Director
Department of Higher Education
Little Rock, Arkansas

Mr. Fred Oakley, Jr.
Director of Institutional Studies
Univ. of Ark. at Little Rock
Little Rock, Arkansas

Dr. Farris Womack
Director of Institutional Research
Arkansas State University
Jonesboro, Arkansas

Dr. Fred Taylor
Director of Institutional Research
University of Arkansas
Fayetteville, Arkansas

Mr. William H. Osborne
Director of Research & Admissions
State College of Arkansas
Conway, Arkansas

Dr. Charles Jackson
Vice President for Administration,
Research, and Federal Programs
Southern State College
Magnolia, Arkansas

Dr. Noel Rowbotham, Chairman
Division of Science & Mathematics
College of the Ozarks
Clarksville, Arkansas

Dr. Jim Ed McGee
Associate Professor of Education
Arkansas Polytechnic College
Russellville, Arkansas

Dr. Edward Mosley, Chairman
Division of Science
Arkansas College
Batesville, Arkansas

Dr. C. Miller Strack
Dean of Academic Services
Henderson State College
Arkadelphia, Arkansas

Dr. E. G. Sewell, Chairman
Department of Education
Harding College
Searcy, Arkansas

Dr. Ben Whitfield
Academic Dean
Westark Community College
Fort Smith, Arkansas

Dr. Gene Weber
Academic Dean
Phillips Co. Community College
Helena, Arkansas

Dr. Cecil McDermott, Chairman
Department of Mathematics
Hendrix College
Conway, Arkansas

Dr. John Terry, Director
Division of Development
John Brown University
Siloam Springs, Arkansas

Dr. R. C. Davis
Vice Chancellor for Academic
Affairs, Research, and
Development
Univ. of Ark. at Pine Bluff
Pine Bluff, Arkansas

Mr. J. J. Hogue
Assistant to the Chancellor
Univ. of Ark. at Monticello
Monticello, Arkansas

Dr. Carl Goodson
Vice Pres. for Academic Affairs
Ouachita Baptist University
Arkadelphia, Arkansas

APPENDIX B

ARKANSAS EDUCATIONAL RESEARCH DEVELOPMENT PROJECT

PROPOSAL GUIDELINES AND EVALUATION PROCEDURE

Administered by

DEPARTMENT OF HIGHER EDUCATION

Supported by the

REGIONAL PROJECT RESEARCH PROGRAM
U. S. OFFICE OF EDUCATION

August 1971

ARKANSAS EDUCATIONAL RESEARCH DEVELOPMENT PROJECT

I. INTRODUCTION

The Arkansas Educational Research Development Project is a project designed to stimulate activity in and develop the quality of educational research by faculty members in Arkansas colleges and universities. The Project is administered by the Department of Higher Education and is supported by a grant from the Regional Project Research Program of the U. S. Office of Education.

The primary activity of the Project will be the provision of small grants to faculty members in Arkansas colleges and universities for the purpose of conducting small or pilot educational research projects. The amount of $300 has been designated as the maximum grant award per project except in cases where projects of exceptional significance and research design are presented or where joint projects are pursued. In order to provide the opportunity for as many faculty members as possible to benefit from the Project, it is expected that those presenting proposals will be parsimonious in budget requests. Grants will be made to the institutions in which the investigators are employed and will be designated for the exclusive use of the grantees in conducting their research projects. There is no provision for indirect costs to be applied to these grants by the institutions.

The Project was initiated on July 1, 1971 and is operated by a Project Director and a Project Steering Committee consisting of members from each participating institution. It will be active until December 1, 1972.

II. PROPOSAL GUIDELINES

A faculty member interested in pursuing a grant from the Project must submit a proposal to the Project Director. This proposal will be read by each member of the Project Steering Committee and evaluated on the following bases:

(1) Educational significance.
(2) Soundness of design, procedure, or operational plan.
(3) Adequacy of personnel and facilities.
(4) Economic efficiency.
(5) Other as appropriate.

Proposal Format

Although it is recognized that no single set of directions or format for a research proposal is appropriate in every case, the following format will serve as a guide in preparing proposals.

The first page of the proposal should be the title page and in the format as shown in Appendix A. The proposal body should include the following elements:

(1) Introduction
(If there is any background information which would make the project more easily understood by a reader, it should be presented in this section)

(2) Statement of Problem and Objectives
(State the problem in clear and concise terms so that a reader can immediately determine what it is that the investigator proposes to do)

(3) Statement of Delimitations
(If the project is delimited to any specific group of subjects, institutions, geographic areas, etc., it should be indicated in this section)

(4) Brief Review of Related Research of Literature
(As briefly as possible, any related research or literature should be included in this section)

(5) Method of Procedure
(This section should be the "meat" of the proposal. Here the investigator should specify what is to be done, how it will be done, where it will be done, etc. It should include a description of the subjects to be used in the study, instruments that will be used, evaluation procedures, statistical treatments, etc. The investigator should take care to explain the procedure clearly)

(6) Project Budget
(The final page of the proposal should include the project budget and should be prepared according to the format specified in Appendix B)

Investigators should attempt to make their proposals as concise as possible. It is expected that most proposals can be prepared in a maximum of 10-15 single-spaced typewritten pages.

III. INVESTIGATOR REQUIREMENTS

Proposal

The investigator must prepare a proposal for his project and present 19 copies to the Project Director. (It is not the desire or intent that investigators will in any way be deterred from presenting proposals. If the duplication of 19 copies will be a serious problem for a potential investigator, he may contact the Project Director and different arrangements will be made.) Proposals should be typewritten, single-spaced, and made as legible as possible.

Progress Report

Each investigator will be responsible for presenting a progress report to the Project Director midway through his project. Only one copy of this report will be required. The report should be brief and include an explanation of what has been done, identify any problems that have been encountered, and indicate the date when completion is expected.

Final Report

A final report of each project will be required. Only one copy of this report is necessary and it should be presented to the Project Director no more than four weeks after the project is completed. The final report should follow the indicated format:

(1) Title Page. (See Appendix C)
(2) Title of Project.
(3) Restatement of Problem Researched.
(4) Brief Review of the Research Procedures Utilized.
(5) Summary of Findings.
(6) Conclusions and Recommendations
(7) Abstract (The abstract should summarize the entire final report in no more than two typewritten single-spaced pages)
(8) Budget Report. (See Appendix D)

IV. EVALUATION PROCEDURES

All proposals submitted for funding through this Project will be read and evaluated by members of the Project Steering Committee except that a member will not evaluate proposals from his institution.

Each Project Steering Committee member will complete an evaluation form for each project on which he will recommend action to be taken and indicate a priority rating. The Committee will then meet to consider all proposals and a joint decision will be made on the action that will be taken on each proposal. The approved proposals with the highest average priority ratings will have the highest funding priority in the event that all proposals cannot be funded with the resources available.

Projects will be approved, provisionally approved, or disapproved. In the event that a project is considered inappropriate, does not include a feasible method of procedure, or includes other serious problems, the proposal will be disapproved. When this happens, a summary of the problems perceived in the proposal will be sent to the initiator as well as the Project Steering Committee

member from that institution. If a project is given full approval, both the initiator and the Project Steering Committee member involved will be notified. In some cases, a project may be considered worthy of support but may include minor problems of a nature detrimental to the potential success of the project. In these cases, the project will be approved but will require the initiator to revise problem areas before support will be forthcoming. Both the initiator and Project Steering Committee member will be notified of such action.

It is expected that initiators will work closely with Project Steering Committee members in developing proposals. In addition, the Project Director will work with initiators when requested as will other members of the Project Steering Committee with expertise which would be of benefit to the initiator.

Proposals and requests for additional information should be directed to:

Dr. Gary D. Chamberlin, Project Director
Department of Higher Education
401 National Old Line Building
Little Rock, Arkansas 72201
Phone: 501-371-1441

MEMBERS

PROJECT STEERING COMMITTEE

Dr. Richmond C. Davis
Arkansas A M & N College

Dr. Edward Mosley
Arkansas College

Dr. Jim Ed McGee
Arkansas Polytechnic College

Dr. Farris Womack
Arkansas State University

Dr. Fritz H. Ehren
College of the Ozarks

Dr. E. G. Sewell
Harding College

Dr. C. Miller Strack
Henderson State College

Dr. Francis Christie
Hendrix College

Dr. John Terry
John Brown University

Dr. Carl Goodson
Ouachita Baptist University

Dr. J. D. Scott
Philander Smith College

Dr. Gene Weber
Phillips County Community College

Dr. Charles Jackson
Southern State College

Mr. William H. Osborne
State College of Arkansas

Dr. Fred Taylor
University of Arkansas

Dr. Howard Stephens
University of Arkansas at
Little Rock

Mr. J. J. Hogue
University of Arkansas at
Monticello

Dr. Ben Whitfield
Westark Junior College

APPENDIX A

PROPOSAL FOR RESEARCH SUPPORT FROM THE ARKANSAS EDUCATIONAL RESEARCH DEVELOPMENT PROJECT

Project Title _____

Institution: _____
(Name of Institution)

Investigator(s): (Signature) _____
(Full name and position of person(s) responsible for project)

Transmitted by: (Signature) _____
(Full name and position of official committing institution to activity)

Contracting Officer: (Signature) _____
(Full name and position of individual with authority to negotiate contracts for institution)

Duration of Activity: _____
(Proposed beginning and ending dates)

Total AERDP Funds Requested: _____

APPENDIX B

PROJECT BUDGET

Project Director _____ Institution _____

Project Starting Date _____ Ending Date _____

	AERDP	INSTITUTION	TOTAL
A. Salaries			
B. Employee Benefits			
C. Travel			
D. Supplies and Materials			
E. Communications			
F. Services			
Duplicating & Reproduction			
Statistical			
Testing			
Other (Specify)			
G. Report Production			
H. Other Costs (Specify)*			
I. TOTAL COSTS			

* Indirect Costs will not be allowed.

APPENDIX C

(Title of Project)

(Name of Investigator)
(Institution of Investigator)

(Date)

This project was conducted through a grant from the Arkansas Educational Research Development Project funded by the Regional Project Research Program of the U. S. Office of Education and administered by the Arkansas Department of Higher Education.

APPENDIX D

FINAL BUDGET REPORT
(Funds Expended)

Project Director _____ Institution _____

Project Starting Date _____ Ending Date _____

	AERDP	INSTITUTION	TOTAL
A. Salaries			
B. Employee Benefits			
C. Travel			
D. Supplies and Materials			
E. Communications			
F. Services			
Duplicating & Reproduction			
Statistical			
Testing			
Other (Specify)			
G. Report Production			
H. Other Expenditures (Specify) *			
I. TOTAL EXPENDITURES			

* Indirect Costs will not be allowed.

APPENDIX C

ARKANSAS EDUCATIONAL RESEARCH DEVELOPMENT PROJECT

INDIVIDUAL RESEARCH PROJECT TITLES AND AUTHORS

1) "Historical Research With Emphasis on the Use of Primary Materials"

Dr. Foy Lisenby
State College of Arkansas

2) "Recognition Learning by Fifth Graders"

Dr. Lawrence Cole
Arkansas Polytechnic College

3) "The Status of Geography in Arkansas Public Secondary Schools"

Mr. Stephen Tricarico
Arkansas State University

4) "A Study of Faculty Work Load"

Dr. Farris Womack
Arkansas State University
Dr. Fred Taylor
University of Arkansas

5) "The Investigation of an Alternative Method of Teaching Basic Accounting"

Dr. Clarence Hamilton
State College of Arkansas

6) "A Study of the Cognitive and Affective Performance of Children in the Elementary Science Study Program"

Dr. Stanley Henson
Arkansas Polytechnic College

7) "Characteristics of the Secondary Mathematics Teacher in Arkansas"

Dr. Thomas Bishop
Arkansas State University

8) "Film-Making: Interdisciplinary Insight"

Mr. John Keech
Dr. Gary Swaim
Arkansas State University

9) "A Study to Determine the Suitability of WICHE's Resource Requirements Prediction Model for Long-Range Planning at the University of Arkansas"

Mr. James Shankle
Mr. Phillip Balsmeier
University of Arkansas

10) "A Method for Early Identification of Research Oreinted Undergraduate Mathematics Majors"

Dr. Temple Fay
Hendrix College
Dr. David Moon
State College of Arkansass

11) "The Establishment of Parameters for a Learning System in Computer Programming Defined by a Fixed Linear Ordering of Components"

Dr. Cecil McDermott
Dr. Margaret Fitch
Hendrix College

12) "A Study of the Feeling Relationships Among Eighth Grade Teachers and Students in Selected Schools in Central Arkansas"

Dr. Austin Glenn
State College of Arkansas

13) "A Study of the Effects on Student Attitudes and Achievements of Two Different Methods of Teaching Educational Psychology"

Mrs. Ann Rhodes
Arkansas College

14) "The Effectiveness of the Present General Chemistry Program at Arkansas State University"

Dr. George Jimerson
Arkansas State University

15) "The Relationship of Grade Point and I.Q. as it Relates to Students in the B.S.E. Program"

Dr. Robert Kluge
Arkansas State University

16) "The Prediction of Cardiovascular Fitness from an Analysis of Selected Blood Chemistry Measures"

Dr. Barry Brown
University of Arkansas

17) "The Profile of the Practicing School Counselor in Arkansas 1971-72"

Dr. Robert Abbott
Dr. Alvin McRaven
Dr. George Peters
Arkansas State University

18) "Individually Prescribed Instruction: Intermediate English"

Dr. C. L. McLarty
Dr. Arthur Krida
Arkansas State University

19) "Relationships Among Degree of Racial Integration, Racial Attitudes, and Self-Esteem in Fifth, Ninth, and Twelfth Grade Students in Southeastern Arkansas"

Dr. James Johnston
Dr. Christopher Spatz
University of Arkansas at Monticello

APPENDIX D

JOINT SPRING MEETING

ARKANSAS EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL
ARKANSAS EDUCATIONAL RESEARCH DEVELOPMENT PROJECT

Harding College - Searcy, Arkansas
April 12, 1972

9:30	Registration and Coffee American Heritage Building - Harding College
10:00	Opening and Introduction of Guests Dr. Gary Chamberlin, Director, AERDP
10:05	Welcome Dr. Clifton Ganus, President, Harding College
10:15	AERDC Business Meeting Dr. E. G. Sewell, President, AERDC
10:45	AERDP Overview and General Results Dr. Gary Chamberlin
11:15	Talk, "The Future of Educational Research Funding at the Federal Level" Dr. Harold A. Haswell, Director of Educational Research, U. S. Office of Education Regional Office, Dallas, Texas
12:00	Break for Lunch
1:00	Research Project Reports See Separate Schedule
2:30	Wrap-up
3:00	Adjournment

RESEARCH PROJECT REPORTS

1:00-1:30

Room 187 "A Study of Faculty Work Load"
Dr. Fred Taylor - University of Arkansas
Dr. Farris Womack - Arkansas State University

Room 188 "The Profile of the Practicing School Counselor in Arkansas 1971-72"
Dr. Robert Abbott - Arkansas State University
Dr. Alvin McRaven - Arkansas State University
Dr. George Peters - Arkansas State University

Room 189 "A Method for Early Identification of Research Oriented Undergraduate Mathematics Majors"
Dr. Temple Fay - Hendrix College
Dr. David Moon - State College of Arkansas

1:30-2:00

Room 187 "The Relationship of Grade Point and I. Q. as it Relates to Students in the B.S.E. Program"
Dr. Robert Kluge - Arkansas State University

Room 188 "A Study to Determine the Suitability of WICHE's Resource Requirements Prediction Model for Long-Range Planning at the University of Arkansas"
Mr. James Shankle - University of Arkansas
Mr. Phillip Balsmeier - University of Arkansas

Room 189 "A Study of the Cognitive and Affective Performance of Children in the Elementary Science Study Program"
Dr. Stanley Henson - Arkansas Polytechnic College

2:00-2:30

Room 187 "The Status of Geography in Arkansas Public Secondary Schools"
Mr. Stephen Tricarico - Arkansas State University

Room 188 "The Establishment of Parameters for a Learning System in Computer Programming Defined by a Fixed Linear Ordering of Components"
Dr. Cecil McDermott - Hendrix College
Dr. Margaret Fitch - Hendrix College

APPENDIX E

ARKANSAS EDUCATIONAL RESEARCH DEVELOPMENT PROJECT

Questionnaire for the Collection of Post-Project Evaluative Data

Data reported on this questionnaire should be for the period July 1, 1971 through June 30, 1972.

I. Institution_____

II. Respondent_____

III. How many faculty members conducted educational research projects?_____ (include AERSP projects)

IV. How many educational research project proposals were submitted to funding agencies outside the institution?_____

V. How many educational research project proposals were approved for funding but failed to be funded?_____

VI. How many educational research project proposal were funded?_____

VII. How many educational research projects involved interdisciplinary arrangements?_____

VIII. How many educational research projects involved interinstitutional arrangements?_____

IX. Does your institution have an institution-wide research committee?_____

X. Does the College, School, or Department of Education have a research committee?_____

XI. Does your institution have an office of research for assisting faculty members in research efforts?_____If so, does this office have a full-time_____or part-time_____ director?

XII. Does your institution have an office of institutional research?_____If so, does this office have a full-time_____or part-time_____director?

XIII. How many faculty members were allowed released time for conducting educational research projects? _____

XIV. How many faculty members attended one or more regional or national conventions or meetings of professional education organizations? _____

XV. How many faculty members presented papers at one or more regional or national conventions or meetings of professional education organizations? _____

XVI. How many faculty members published the results of one or more educational research projects in professional education journals?

XVII. How many faculty members held offices in state, regional, or national professional education ogranizations?

State _____ Regional _____ National _____

APPENDIX F

Arkansas Gazette.

LITTLE ROCK, FRIDAY, JULY 9, 1971.

$10,000 Grant Finances Research

The state Department of Higher Education has received a $10,000 grant from the Regional Project Research Program of the United States Office of Education to conduct a statewide educational research development project for Arkansas colleges and universities.

The funding is an etension of a project conducted during the last academic year under a similar $10,000 grant. Dr. Gary D. Chamberlin, assistant director of the Department of Higher Education, will direct the project.

It will assist faculty members in research projects and assist higher education institutions in establishing faculty research programs.

Hendrix College receives research grant; $10,000 estate gift

Research grants totaling $1100 have been received by the mathematics department of Hendrix College from the Arkansas Educational Research Development Project administered by the Arkansas Commission on Higher Education.

Working under one of the grants, Dr. Temple Fay, assistant professor of mathematics, assisted by Dr. David Moon of State College of Arkansas, is experimenting with a method for early identification of research oriented undergraduate mathematics majors. The project is a continuation of similar research conducted by Dr. Fay during 1970-71.

Dr. Tommy Teague, assistant professor of mathematics, received a grant to develop a proposal for the organization of a National Science Foundation sponsored regional conference in mathematical sciences.

Dr. Cecil McDermott, associate professor of mathematics, received a grant to develop a learning system for the purpose of reducing the cost of teaching undergraduate computer programming courses. Dr. Margaret Fitch, professor of psychology at Hendrix, is consultant to this project.

STANDARD TIMES
San Angelo, Texas

October 10, 1972

Language pains discussion set

Mrs. Laverne Hanners, faculty member of the University of Arkansas, Pine Bluff, will present a lecture on language problems of black college students at 3 p.m. Wednesday in Room 204 of the Angelo State University Houston Harte Center.

Mrs. Hanners has made two studies of language problems of black college students, one funded by the state of Arkansas and a second, funded by the federal government, which will be published soon, according to Perry E. Gragg, head of the ASU Department of English.

Mrs. Hanners also will talk about some implications of her study for treating writing problems of Spanish-speaking students. Her specific topic is the effectiveness of linguistically oriented teaching methods in correcting dialectally derived errors in writing.

THE ARKA-TECH
Student Newspaper of
Arkansas Polytechnic College
Russellville, Arkansas

April 1972

Tech psychologists invited to speak to Oklahoma convention Apr. 20 22

Two psychologists on the Arkansas Polytechnic College faculty have been invited to present papers at the 19th annual Southwestern Psychological Association convention Thursday through Saturday, April 20-22, in Oklahoma City.

They are Dr. Lawrence E. Cole and Dr. C.D. Curtis, both assistant professors of psychology in the Department of Behavioral Sciences.

Dr. Cole will present a paper titled "Effect of Pronunciation upon Verbal Discrimination Learning" during a Thursday session on verbal learning. Co-author of the paper is Dr. N. Jack Kanak of the University of Oklahoma.

Dr. Curtis will present a paper that he and Dr. Cole co-authored at a Friday verbal learning session. Its title is "Implicit Associative Responses: A Test of Frequency Theory with Children."

Dr. Cole has also been notified that two articles of which he is co-author will be published in forthcoming issues of the Journal of Experimental Psychology. Dr. Kanak, Ed Eckert, University of Oklahoma graduate student, and he are co-authors of "Verbal Discrimination Acquisition." Dr. Kanak and he are co-authors of "The Transfer of Implicit Associative Responses between Free Learning and Verbal Discrimination Learning."

Both Dr. Cole and Dr. Curtis earned doctor of philosophy degrees in psychology at the University of Oklahoma.